

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Sherri Black

Official School Name: Big Creek Elementary School

School Mailing Address: 1994 Peachtree Parkway
Cumming, GA 30041-9506

County: Forsyth State School Code Number: 1050

Telephone: (770) 887-4584 E-mail: sblack@forsyth.k12.ga.us

Fax: (770) 781-2247 Web URL: http://www.forsyth.k12.ga.us/bigcreek/site/default.asp

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. L.C. (Buster) Evans Superintendent e-mail: bevans@forsyth.k12.ga.us

District Name: Forsyth District Phone: (770) 887-2461

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Tom Cleveland

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 19 Elementary schools
(per district designation) 9 Middle/Junior high schools
5 High schools
1 K-12 schools
34 Total schools in district
2. District per-pupil expenditure: 7868

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	6	4	10		6	0	0	0
K	57	49	106		7	0	0	0
1	50	46	96		8	0	0	0
2	54	52	106		9	0	0	0
3	45	61	106		10	0	0	0
4	46	48	94		11	0	0	0
5	61	44	105		12	0	0	0
Total in Applying School:								623

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
22 % Asian
3 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
69 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	24
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2009	604
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent limited English proficient students in the school: 5%

Total number of limited English proficient students in the school: 29

Number of languages represented, not including English: 8

Specify languages:

Chinese, German, Gujarati, Hindi, Korean, "Other Indian", Portuguese, Spanish

9. Percent of students eligible for free/reduced-priced meals: 6%
 Total number of students who qualify: 38

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%
 Total number of students served: 57

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>13</u>	<u>4</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>13</u>	<u>1</u>
Total number	<u>65</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	95%	95%	97%	96%
Teacher turnover rate	9%	4%	7%	5%	5%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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Big Creek Elementary School was established in Cumming, Georgia in 1939. The area was rural farm land and the original building was heated by four, pot-bellied stoves. These stoves were lit each morning at 4:30 AM by a family who had several sons who rose early to do chores on their family farm and were students at our school. Since that time we have become a school steeped in tradition, while strongly focused on 21st- Century learning opportunities for students and staff. Those same classrooms once heated by pot-bellied stoves, are now equipped with state-of-the-art Interactive Whiteboards and filled with students who utilize many of the newest software programs and digital tools to take part in designing their own learning.

The mission of our school is “To provide the opportunity for every student to reach his or her academic, physical, social and emotional potential”. We believe that achieving this mission requires the firm establishment and maintenance of a learning environment which is anchored in the mastery of fundamental concepts, differentiated, infused with research-based practice, and dedicated to high expectations and continuous learning opportunities for all.

Over the years, Big Creek students and staff have been frequently recognized for excellence in academic, as well as other areas of achievement. In that past eleven years, Big Creek received the "Georgia School of Excellence Award" in the year 2000 and in 2007. In 2001, the school was awarded "National Blue Ribbon School of Excellence". That same year, Big Creek received the award of “Best of the Best” as a top national honor for our yearbook. In 2003, the school was awarded the district’s first recognition for an exemplary program for “Partners in Education” due to our efforts in developing and engaging our business community in our students and their education.

The 2010 school year was an exceptional year for Big Creek, even after having received a number of recognitions to that point.

We were proud to be named a 2010 "Georgia Clean Air School". We also received the highest level of recognition from Forsyth Clean and Beautiful when they awarded us the "Gold Award" for our efforts in the area of student-driven recycling programs. Our 2010 year also yielded our fourth "Platinum Award", which is the highest classification of recognition for student achievement offered by the state of Georgia. Finally, our nomination for "National Blue Ribbon School of Excellence" based on our 2010 student achievement scores, was a proud moment for our students, parents and staff.

We firmly believe that a key to our success is our strong parent involvement. Parents play a vital role in the work and culture of Big Creek. The many volunteers assist us with every aspect of our work with students. They offer talents and skills which enrich our lessons and create a special and authentic connection to the learning for our students. As seen within our student population, our Parent Teacher Association is representative of the multi-cultural presence within our school. Our PTA sponsors events such as International Family Night, Fall Festival and a variety of cultural arts programs, which we believe strengthen the relationship and partnership between our families and our school.

Beyond Big Creek’s strong parent support and recognitions, is the unique quality of sustainability in the area of academic excellence that we believe we have preserved over the seventy-two years we have been educating children. Big Creek Elementary School has been told that we have helped lead the way in Forsyth County, which was named several years ago to be among the fastest growing districts in the country. Today, Forsyth County Public Schools are among the top-performing districts in the state of Georgia. Big Creek has spawned five new elementary schools by sending large numbers of students and staff, up to 40%, to be charter members of these new buildings. Each time, our school added a more diverse population of students and new members to our staff. All the while, keeping the time honored

traditions going such as “The Fifth Grade Final Walk to the Buses” and “The Kindergarten Puppet Parade”, as a continuous thread in the fabric of our changing school.

Today, Big Creek is a fine, woven tapestry of those who have been here as students, staff and leaders. We appreciate those educators, parents and students who left in their wake a richer and deeper learning organization by sharing their minds, talents and hearts through their hard work and dedication to excellence while they were here with us and a part of our school.

1. Assessment Results:

Below is a summary of the state instrument used in the state of Georgia and at Big Creek Elementary school to assess student performance:

The Criterion-Referenced Competency Test (CRCT) measures how well a student has acquired the knowledge and skills taught in the Georgia state curriculum and as of 2010, was administered in grades 1-8 in the areas of math, reading, English/language arts, science and social studies (grades 1 and 2 do not take the science and social studies sections).

Student scores are reported according to three performance levels: Does Not Meet Standard (Performance Level 1), Meets Standard (Performance Level 2), and Exceeds Standard (Performance Level 3).

Scores at or above 850 indicate a level of performance that Exceeds the Standard set for the test.

Scores from 800 to 849 indicate a level of performance that Meets the Standard set for the test.

Scores below 800 indicate a level of performance that Does Not Meet the Standard set for the test.

Website URL:

http://www.doe.k12.ga.us/ci_testing.aspx?PageReq=CI_TESTING_CRCT

CRCT data tables for Big Creek Elementary School indicate progressive and positive shifts across the content areas assessed, toward "Exceeds Standard" or Performance Level 3, over the past five years. This past year, scores from 2009 to 2010 show an increase in Performance Level 3 scores in all 21 out of 21 of the subtests assessed on the CRCT for grades first through fifth. Given the established pattern of high performance across the school, this was a significant gain.

The trend data of significant drops (10 points or more) in our Performance Level 3 data, appear to be directly correlated to the time frame and roll out of our new state curriculum those years which went from being objective-based (Quality Core Curriculum) to standards-based (Georgia Performance Standards). Each time a revised content area rolled out from the state level and was assessed for the first time on state testing, there was a decrease in scores which was followed by, fairly consistently, positive growth in that score over the following years.

With regard to "Does Not Meet" standard or Performance Level 1, in the area of reading, only one student from grades 1-5 did not meet standard on the CRCT in 2010. The percentage in that area over the past five years has ranged from 1% to 5%. In English/Language Arts, two students did not meet standard in 2010 with the 5 year trend ranging from 0% to 6%. Finally, in math, ten students did not meet standard in 2010 with that 5 year trend being from 0%-19%. Interestingly, math scores in 2010 experienced the steepest increase of the three main content areas in the Performance Level 3, exceeds standard category, averaging a 5.8% increase across grade levels 1-5.

Few gaps of significance are noted between the All Student Group and any of the subgroups at Big Creek for 2010. In 4th grade math, there was a difference of 28 points between the All Student Group and the Students With Disabilities group. As a result and after analyzing the weaknesses in the scores within the

elements and standards for those individual students, we are closely examining several aspects of both instruction and intervention. We are increasing the intensity and frequency of collaboration opportunities between homeroom and special education teachers to develop and address Individual Education Plans which connect to both grade level standards as well as remedial skills that exist in the student learning profile. We are also assessing the progress of these students more closely and frequently in an attempt to more accurately determine their mastery of content as well as teach them deliberate test-taking strategies across content areas. Our Students With Disability subgroup also participate in focused instruction after school which is developed jointly by the special and regular education teachers involved with those students. We are using research-based strategies and programs to support their learning goals and assess their retention of prior learning on a regular basis and throughout the year.

2. Using Assessment Results:

Big Creek Elementary uses assessment to drive and refine instruction and to determine individual learning goals throughout the school year.

We believe that academic progress should be frequently monitored and that opportunities to remediate have deeper impact when they are discovered promptly after the newest teaching and learning has occurred. Our teaching staff uses multiple forms of assessment, (such as formative, summative, standardized and informal) to gather information about the learners in their classroom. Each teacher develops targeted data points for individual students and for the class in conjunction with tools to assess learning and to plan for remedial and extension opportunities. The analysis of student data by teachers continues to refine to a narrower and deeper level each year. As teachers learn more about the implications of various forms of assessment data, they evolve and become independent in their ability to teach the content they have mastered while making precision refinements to their lessons as their data indicates.

The use of a balanced assessment approach involves formal and informal techniques of gathering information about the learner. The development of quality assessments which align to grade level standards and are analyzed in the context of our state's assessment content weights, is a common practice at Big Creek Elementary. Each August, teachers pre-test students and develop a class profile which provides each teacher with a tool for analyzing the past and current performance of his or her students. This data is added to and shared throughout the year as support programs work to create linkage to the needs of students, particularly in reading and math. As individual teachers, support staff and grade level teams discuss their student needs, decisions are made regarding resources which are either currently available or should be considered for purchase. One example has been the development of a leveled book library to address student instructional needs in reading. Another example is the purchase of the IXL math support program which is used at school and from home to assist students in working with differentiated math practice opportunities based on their current needs.

Data is a cornerstone to framing conversations among our staff regarding professional learning, human and material resources and time allocation within our master schedule. As a team, we anticipate that by engaging in ongoing dialogue, specific to the data of the current year's students in each classroom as well as trends over time, we can adjust and allocate the many aspects of our use of resources in a manner that is effective and efficient for all of those involved.

3. Communicating Assessment Results:

Big Creek communicates assessment results to students, parents and community using multiple formats throughout the school year.

Parent conferences occur early in the fall at which time a portfolio of student work, a variety of assessment results, and student learning goals are shared and discussed. As students progress from one year to another, the assessments for that grade level change. These parent conferences are times to not only share the student's current levels of learning, but are an opportunity for teachers to explain the

purpose of the assessments and the intended use of the results. We provide written and verbal information on assessment results throughout the year, as well as web links from our school, district and state assessment sites. Each time standardized testing is planned, a parent letter is issued which includes all pertinent information as well as who to call at our school for questions or concerns.

Part of designing relevant learning opportunities for students, is discussing assessment results and collaborating with them to set meaningful learning goals. Depending on the developmental readiness of the student, goals are set through both formal and informal conferences which are revisited often and with progress discussed throughout the year.

The principal shares assessment and data results throughout the year with the Local School Council, (LSC). This committee is comprised of business, community, parent and teacher partners who are elected and serve two year terms. This committee shares in our decision-making process and is a valuable tool in promoting clarity to our stakeholders regarding current information on a variety of topics including school data and assessment results. We share the minutes from these meetings on our school web site and link them to our school newsletter. Our school newsletter is a consistent vehicle for explaining school, county and state testing results in a general information format.

We are fortunate to have several software programs that support our communication system as well. Parents and students utilize tools such as ANGEL, our district's learning repository, to view student work and to extend or remediate learning. Parent Portal provides confidential information through a secure site which shares grading, assignments, attendance and all student information as it pertains to the student's record. R4 Dashboard is a link on our school and district web site which shares school, district and state level data for multiple years and among all sub groups, in both text and graphic formats.

4. Sharing Lessons Learned:

Big Creek Elementary staff participates in leading and participating in discussions on best practices and successful strategies in a variety of venues.

During district collaboration opportunities, Big Creek staff members share in a peer to peer format, strategies that we have determined to be highly successful in supporting student learning. Some of these include the Leadership Appraisal Cycle, Digital School House, Grading and Reporting development and revision sessions, Benchmark testing development and revisions, Student Support and Intervention Summit and the use of transformational technology practices in the classroom setting.

Over the years, higher profile opportunities to share ideas have presented themselves for several of our Big Creek staff members. We have presented to our local Superintendent and Board of Education, as well as the State School Superintendent on the topic of Curriculum Mapping. We have presented to the Georgia Association of Elementary Leaders and leaders in other districts, on best practices in the instruction of intermediate grade mathematics. These presentations involved teams of teachers who collaborated and developed tools and strategies which had a significant and positive impact on student achievement. We have a fifth grade teacher who has provided training at our school and at other elementary schools on best practices in writing instruction and assessment.

As a school which has spawned five new elementary schools in the past decade, Big Creek staff members have shared their best practices as they became charter members of these now high-performing schools. As a school we strive to learn from the successes of other educators and attempt to adapt those methods and practices into our K-5 instructional program. We believe that many of our opportunities to share and learn have been through the tremendous level of support we are given by our District Level leaders and local Board of Education.

1. Curriculum:

Big Creek Elementary School provides a rich and well-rounded curriculum which is based on our mission, “To provide every child the opportunity to reach his or her academic, physical, social and emotional potential”. We strive to take our learners to the application level of understanding in all content areas.

The core content areas taught are reading, English/language arts, math, science and social studies. Reading and English/language arts are taught in a balanced literacy model which provides and cultivates the skills of reading, writing, thinking, speaking and listening for our students.

Our Balanced Literacy Program consists of the four major pillars of best practices including modeled reading and writing, shared reading and writing, guided reading and writing and independent reading and writing.

We attempt to integrate all aspects of literacy, including reading, vocabulary, writing, speaking, spelling, and grammar throughout our lessons and in the design of our units. There is a strong focus on phonics in grades kindergarten and first grade which is taught using direct and explicit instruction and sequence. Through the implementation of our reading program, assessments are used and students are placed in leveled groups for direct instruction and guided practice. Authentic literature is used to encourage the love of storytelling and the craft of writing and is a tool which is effective in the engagement of our learning readers.

Math is taught in a manner which places emphasis on skill mastery, problem-solving and real world mathematical application. We develop mastery of grade level math facts and attempt to bridge student learning from concrete to abstract as the content depth increases. We utilize and depend on formative assessment to guide instruction in all grade levels. Every classroom provides direct instruction with work in leveled student groups during the school week. Teachers display student graphs and charts and mathematical projects in the hallways which pertain to student-selected topics of interest. Students are actively engaged in the math lessons as they manipulate the numbers and symbols for math problem-solving while on the Interactive Whiteboards in their classrooms.

Through our science curriculum at Big Creek, we provide students with the knowledge and skills for proficiency in science. We develop our units to focus on how the relationships between science, our environment, and our everyday world are crucial to each student’s scientific literacy. Students analyze, compare and contrast science content through reading, investigation and exploration. They study change and what causes change and learn the interdependence and connections that exist in our living world. By facilitating hands-on opportunities for students to use tools such as digital microscopes to examine an insect or by planting a pumpkin patch in our school yard, the learning becomes real and personal for them as they witness these concepts come to life before their eyes.

Social Studies at Big Creek focuses on the local and world communities and how the learner can apply these concepts within the curriculum to become effective and productive citizens. The content includes history, geography, political science and economics. Students engage in projects such as “The Wax Museum” which involve the student wearing period clothing from the Revolutionary War era while sharing that historical figure’s role and impact on the events and outcomes of that time. These types of projects allow students to be involved in the learning and to make emotional connections to the content in their textbooks. For example, students read historical fiction books such as George Washington Socks as a way to developmentally engage the students in the learning of facts and lessons from our country's early years.

Big Creek offers Art, Music and Physical Education each week to all students, Pre-k through 5th grade. Art and Music focus on the historical aspect and learned appreciation of the arts and engage the learners in the creation and production of their own pieces. Physical Education is taught two times per week for every student and focuses on health, fitness and sportsmanship.

Art teaches concepts ranging from shadows to clay and incorporates the study of individuals, such as James Audubon who had an impact on our society by highlighting the beauty and appreciation of our ecosystem and wildlife for the benefit of humanity. This particular unit, for example, is done in conjunction with the study of westward expansion in the regular classroom which adds relevance and deeper understanding of this time period for the learners.

Our Music program is designed to provide a well-rounded, challenging and focused music education that can be used and appreciated for life. Our goal is to further the development of each student as an outstanding individual and to use music as a vehicle to instill qualities such as pride, teamwork, motivation, self-esteem, integrity and respect. We believe all students need musical experiences which produce unique and rewarding benefits that only music can offer. These experiences include singing, playing instruments, creating music and movement, dramatic play, and listening to composers both legendary and current. We believe music helps students gain a sense of belonging through participation in musical activities as well as a sense of achievement from successful musical performances. “Seussical the Musical” is among our many programs which combines singing, costumes and literary appreciation into one activity with “standing room only” each time it is performed. These performances provide an enduring and precious highlight from childhood, for parents and students for years to come.

During Physical Education instruction, lessons are planned with multiple elements of physical fitness in mind. The goal is to emphasize cardio-vascular fitness, strength, endurance, and flexibility in a fun and positive environment. We incorporate nutrition awareness as it applies to the instruction and development of our bodies. Focus is placed on the student's ability to demonstrate and refine gross and fine motor skills and apply the technical skills involved in various sports and athletics. There is an emphasis on teamwork, cooperation and good sportsmanship which are life skills that we believe all children will need. “Field Day” is a time in May when each grade level competes among themselves in a half-day of outdoor competitions. This event is a highlight at our school each year and is the culmination of the skills taught throughout the year in the Physical Education program for that grade level.

2. Reading/English:

Big Creek Elementary engages in a reading program that supports the differentiation of instruction as a core approach to teaching content. We believe in a balanced literacy model of teaching and learning and incorporate frequent formal and informal reading assessments to determine the focus of our instruction and to assess student learning. We emphasize the mastery of fundamental reading strategies in kindergarten through second grade and focus on the refinement of those skills in grades third through fifth, while facilitating the more abstract processes that are embedded in higher levels of the comprehension of text. For example, we begin assessing pre-reading skills with the “GKIDS” instrument the first several weeks of kindergarten. We use these results to create individual student portfolios which provide evidence of progression toward meeting and exceeding grade level standards. This practice is part of our standards-based reporting system in Forsyth County. “Cold Reads” which involve students reading unfamiliar text to assess fluency and comprehension in the upper grades is a tool to gather evidence in determining the application of skills. In each grade level, a comprehensive pretest is given the first week of school to provide a class and individual student profile for analysis and instructional planning. We develop another class profile that populates the most recent standardized data results for each student in their new classroom which allows the teacher to determine what percentage of the class did not meet, met and exceeded standard the past spring. This profile provides a baseline of that group’s performance in the area of reading even though they have not been together as a class until that point. Each teacher uses this data to develop a plan to move all students toward Performance Level 3 or Exceeds Standard.

For our on level and above level students, teachers integrate modeled reading and writing, shared reading and writing and independent reading and writing in to their instruction as they focus students toward progressive targets of mastery.

Through these strategies, each grade level touches on the five areas of reading instruction that are recognized as best practice by the National Reading Panel (NRP) which include reading comprehension, phonics, phoneme awareness, fluency and vocabulary.

For our below level learners who are identified through base line testing, a combination of evidence-based instructional programs are used. The rationale for choosing these programs rests in the research that supports their programs as well as the ease of ability to progress monitor student growth. Carbo Reading, Read Naturally, Study Island, Reading Recovery, Saxon Phonics and Boardmaker are among those programs most used at Big Creek to support our struggling readers.

3. Mathematics:

Big Creek Elementary has developed a comprehensive math program which is based on the Georgia Performance Standards. All grade level teachers design math units which provide differentiated opportunities for learners by utilizing whole and small group direct instruction as well as consistent incorporation of visual representations of the concepts being learned. We apply the principles of guided reading and leveled grouping from Fountas & Pinnell to our math instruction to maximize and differentiate student learning.

Each year, we carefully examine our state assessment data to determine areas of weakness and strength in our math scoring. Teacher teams on each grade level gather digital and print support materials to blend in to their current instructional program in an attempt to supplement targeted areas. We provide each class a set of math textbooks and workbooks as a resource and incorporate digital Math Frameworks tasks while using our Interactive Whiteboards. These tasks dissect the math standard down to the skill level and provide students the opportunity to engage in and direct their own learning. When a student is struggling in math, we increase the direct instruction time and closely supervise guided practice to determine the skill breakdown. We attempt to address these needs as soon after new learning as possible in the classroom as well as during other intervention times such as in our Extended Day or Early Intervention Programs. We provide alternative instructional delivery to these students until a connection is made to their learning style and instructional needs.

The use of pretesting at the start of the school year allows teachers a benchmark for their students and the data is used to determine adjustments in their instructional design. As new instructional material and activities are added, the teams focus on refining their tools to offer the deepest impact on our learners. We look deeply at class and student level data to determine areas of focus and engage our students and parents in guided practice which is targeted toward individual student needs and designed to challenge students. A spiraled review of concepts, higher-level problem solving and concept application are components which are incorporated in the lesson design of all units developed for our students. Each grade level team places an emphasis on math fact fluency in a manner that is developmentally engaging and which supports confidence in promoting further skill acquisition.

When necessary, we utilize the Student Support Team, (a multi-disciplinary group of staff members), for student learning challenges which are more significant and have not been resolved by the teacher altering his or her instructional delivery in the classroom.

4. Additional Curriculum Area:

Big Creek Elementary places a strong emphasis on Character Education. We believe students learn best in an environment that provides for mutual respect, personal safety, positive attitude and strong community support for the establishment and preservation of a high self-esteem for all students.

We implement a multi-faceted approach to this effort which involves all staff members. There is one key role held by the counselor who connects the scope and sequence of the skills to activities that provide students opportunities to practice and master these skills.

As part of our Specials rotation (music, art, PE, etc.) we offer Think Lab. During this class, the counselor initiates a lesson which focuses on leading the students through our Character Education curriculum that consists of Olweus Bullying Prevention (Clemson University), the state of Georgia's Character Education Quality Core Curriculum and finally a system of recognition for the generalization of these important attributes as they are demonstrated by our students throughout the year. Every student in the school gets the same lesson which is customized to the developmental readiness of every grade level. We utilize our student council as leaders and facilitators who assist in collaborative efforts which support our Character Education curriculum such as promoting volunteerism and service to community by engaging our entire school in sponsoring fundraisers such as "Pennies for Patients" and "Relay for Life" each year. We participate in a "Great Day of Service" with our feeder middle school which provides an authentic opportunity for our students to model these traits.

Each day on our morning news broadcast, our student anchors share information on one of the target values for that week such as patience, generosity, kindness, honor, patriotism or trustworthiness. As our classes cycle through a lesson during Think Lab which raises awareness and understanding of these characteristics, our students are challenged to look for these traits in others and to strive to demonstrate them personally. Teachers are expected to model these values and are asked to look for these characteristics throughout the year. Each week, all staff members are asked to seek to identify one student as a "Wonderful Wildcat". Those students are then invited to a special breakfast with the principal at the end of each grading period and are given certificates. They are personally recognized for their individual accomplishment.

We do have students who struggle in these areas. For those students we offer opportunities to participate in support groups that are built around a number of common areas of need such as friendship, self-control and honesty. The counselor meets with these students weekly or as needed, in small groups or one-on-one, and engages them in activities such as role playing. These students participate in deeper conversations regarding the implications of making poor choices on others and are monitored for progress in their area of weakness. The desired outcome of these intensive lessons are to increase sensitivity to the feelings and needs of others in a more explicit instructional setting than Think Lab offers.

5. Instructional Methods:

Big Creek Elementary teachers practice evidence-based teaching methodology to meet the needs of all learners.

Teachers work in grade level teams to align the state standards with the desired outcome of mastery while deciding on formative and summative measures which guide the team in assessing student learning. By working in teams who share common students and curriculum, they discuss and implement effective methods of teaching, intervention and management. Our teachers utilize technology and other media tools to enhance instructional impact.

Among grade levels, there are common techniques which are used on a regular basis. Some of which are small and leveled group instruction, modification or accommodated work based on student needs, screening of potential ELL or Special Needs students if evidence indicates the need, fluid grouping practices for skill scaffolding, targeted skill instruction with guided and independent practice, parent communication protocol and conferences to focus and streamline efforts and developmentally appropriate class behavior systems. We individualize behavior systems into personal plans as needs arise and increase the frequency of parent communication to partner with us in addressing an issue. It is common for general education teachers to consult and partner with our special area teachers such as gifted or special education, to offer individual remedial or extension opportunities that connect to and reinforce grade level standards if a student requires more than the differentiated instruction in the classrooms.

As we incorporate these and other practices into our work with students throughout the school, students become familiar with the general manner in which classrooms function and how the learning process will appear. All of our teachers develop lesson plans that are visible in their classrooms with lessons and activities which clearly align to grade level standards. Lesson plans incorporate opportunity for concept introduction, new skill acquisition, practice, monitoring of progress and application of concept, over the course of the week. When formative or summative assessments indicate a gap or weakness in a student's learning, prompt small group or one-on-one re-teaching is conducted. This instruction may come directly from the homeroom teacher or a support teacher who works with that grade level.

6. Professional Development:

Each year, we design professional learning to enhance or refine the knowledge, skills and content expertise necessary to create and support high levels of learning for all students. Professional Learning is a priority and joint commitment among all staff members at Big Creek Elementary.

On an annual basis, our staff develops a professional learning plan that supports student achievement and the staff's need to continuously develop the best and most current practices in all areas of teaching and learning. The school leadership team works in conjunction with the staff to determine both school-wide and grade level areas of focus. These areas are determined based on the analysis of multiple data measures and current school and county challenges that may require consideration such as budgetary restrictions or changes in state curriculum standards. We then connect our school improvement plan to the broad and comprehensive list of professional learning opportunities which are offered at the district level and supplement locally as needed.

Our school often works with other elementary schools which may have identified similar needs in their buildings to bring the best possible learning opportunities to our staffs and to share in the costs. Recently as a cluster of schools, we have worked with John Antonetti and Lola Schaefer to develop new understandings in the area of writing. In the past, our district has provided powerful learning opportunities by bringing in national and international speakers such as Anne Davies, Todd Whitaker and Bernajean Porter. Our teachers draw connections from these experts that have an immediate and deep impact on their practice, instructional design and delivery.

Grade level teams and individual teachers develop professional learning plans that connect to our school improvement plan. The process we use in our school and district is called PAC 2.0 (Professional Appraisal Cycle). Through this electronic process, teachers identify areas they plan to develop further in one or more of the following domains: teach, design, reflect and assess. Units are developed and lessons are refined that support this professional growth goal. Artifacts are created and uploaded through our Learning Repository System, ANGEL, and feedback is provided throughout the year.

7. School Leadership:

Big Creek Elementary strives to provide an environment which fosters leadership in both staff and students through opportunities which capture the essence of individual talent. All staff members take on leadership opportunities in some aspect of the school during each school year.

The principal and leadership team collaborate to focus all decisions on the core beliefs that are accepted and agreed upon throughout the organization:

1. All decisions are made based on what is best for students
2. Entire staff holds a strong commitment to continuous growth and learning
3. Collaboration and teamwork among all staff members is vital to reaching the highest levels of success

4. Data which is collected from a variety of sources will be used to drive our instruction
5. We will strive as a team to learn and implement the most current research and evidence-based practices

By frequently assessing the needs of the organization through discussion, achievement data analysis, internal and external perception surveys and audits, results are analyzed by an interdisciplinary and collaborative leadership team who engages in shared decision-making regarding the implementation and effectiveness of programs and policies within the school. We assess and discuss the role of these policies in supporting student learning and achievement. As a team, we explore and decide upon curricular resources. We often pilot programs and analyze pre-test and post-test data results prior to the consideration of any school-wide roll out.

The principal strives to provide and maintain a structured and rich learning environment. Every attempt is made to avoid interrupting instructional time. Parent meetings to develop plans or discuss student needs occur after school or if necessary, the last thirty minutes of the school day. School assemblies are often scheduled during the time that the grade level or class involved would otherwise be in special area instruction, such as music or art.

We are fortunate to have a well-established, positive culture in the building regarding team work and trusting relationships. We share a clear focus on high expectations for ourselves and for our students and we avoid making excuses. We share our human and material resources with each other. As a team we are surrounded by others in our building who are dedicated to similar principles including our quest to achieve excellence in all areas of learning, strong commitment to supporting each other's work with students and to provide every student the opportunity to reach his or her highest levels of potential.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: CRCT

Edition/Publication Year: Annual

Publisher: Georgia DOE/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	99	97	98	98	98
Exceeds	75	68	68	71	76
Number of students tested	106	164	152	187	238
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	1	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	90		77	100	95
Exceeds	40		31	29	40
Number of students tested	10		13	14	20
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	90	92	89	97	92
Exceeds	71	52	33	61	65
Number of students tested	21	25	18	31	37
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	96	100	89
Exceeds	68	77	65	73	83
Number of students tested	25	30	26	28	18
NOTES: Percentages were rounded up or down as value had to be whole number. Asian was largest subgroup beyond white/Caucasian.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: CRCT

Edition/Publication Year: Annual

Publisher: Georgia DOE|CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	99	99	100	98
Exceeds	80	71	68	68	52
Number of students tested	106	164	152	188	238
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	1	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100		92	100	90
Exceeds	80		15	50	40
Number of students tested	10		13	14	20
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	100	96	100	100	68
Exceeds	71	52	39	52	32
Number of students tested	21	25	18	31	37
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	96	100	89
Exceeds	76	70	69	62	50
Number of students tested	25	30	26	26	18
NOTES: Used Asian as largest subgroup beyond white/Caucasian.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: CRCT

Edition/Publication Year: Annual

Publisher: Georgia DOE/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	98	98	99	97	97
Exceeds	70	68	67	53	75
Number of students tested	103	155	179	158	206
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	1	2	2	1	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds		91	100	87	83
Exceeds		36	82	33	56
Number of students tested		11	11	15	18
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	93	92	95	96	94
Exceeds	50	52	55	57	66
Number of students tested	14	25	20	23	32
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	97	100	100	100
Exceeds	81	68	81	83	96
Number of students tested	21	28	27	18	23
NOTES: Percentages were rounded up or down as value had to be whole number. Asian was largest subgroup beyond white/Caucasian.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: CRCT

Edition/Publication Year: Annual

Publisher: Georgia DOE/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	99	99	100	100	98
Exceeds	77	75	78	80	69
Number of students tested	103	157	179	158	176
Percent of total students tested	99	99	99	100	99
Number of students alternatively assessed	1	2	2	1	2
Percent of students alternatively assessed	1	1	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds		9	100	93	89
Exceeds		33	91	60	39
Number of students tested		12	11	15	18
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	93	96	95	96	100
Exceeds	57	54	60	61	61
Number of students tested	14	26	20	23	33
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	96	100	100	100
Exceeds	90	72	81	94	78
Number of students tested	21	29	27	18	23
NOTES: Percentages were rounded up or down as value had to be whole number. Asian was largest subgroup beyond white/Caucasian.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CRCT

Edition/Publication Year: Annual

Publisher: Georgia DOE/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	99	98	95	98	100
Exceeds	86	81	67	65	66
Number of students tested	95	174	155	165	201
Percent of total students tested	99	99	100	99	100
Number of students alternatively assessed	1	2	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds		92	80	100	
Exceeds		69	20	36	
Number of students tested		13	15	14	
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	92	91	93	100	96
Exceeds	83	59	47	52	50
Number of students tested	12	22	15	23	28
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	100	92	95	83	62
Number of students tested	20	26	19	24	13
NOTES: Percentages were rounded up or down as value had to be whole number. Asian was largest subgroup beyond white/Caucasian.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: CRCT

Edition/Publication Year: Annual

Publisher: Georgia DOE/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	99	99	96	98
Exceeds	78	66	69	64	63
Number of students tested	96	174	155	163	200
Percent of total students tested	99	99	100	99	100
Number of students alternatively assessed	1	2	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds		100	87	86	
Exceeds		62	33	36	
Number of students tested		13	15	14	
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	100	95	100	91	89
Exceeds	69	41	60	61	46
Number of students tested	13	22	15	23	28
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	80	69	79	65	58
Number of students tested	20	26	19	23	12
NOTES: Percentages were rounded up or down as value had to be whole number. Asian was largest subgroup beyond white/Caucasian.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: CRCT

Edition/Publication Year: Annual

Publisher: Georgia DOE/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	97	95	91	97	96
Exceeds	75	63	50	70	43
Number of students tested	103	150	159	131	191
Percent of total students tested	97	100	99	100	99
Number of students alternatively assessed	3	0	1	0	1
Percent of students alternatively assessed	3	0	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	92	75	69		100
Exceeds	58	25	25		45
Number of students tested	12	12	16		11
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	82	71	74	94	95
Exceeds	27	36	37	81	24
Number of students tested	11	14	19	16	21
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	91	100	93
Exceeds	82	80	59	91	60
Number of students tested	17	20	22	11	15
NOTES: Percentages were rounded up or down as value had to be whole number. Asian was largest subgroup beyond white/Caucasian.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: CRCT

Edition/Publication Year: Annual

Publisher: Georgia DOE/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet and Exceeds	100	99	95	98	99
Exceeds	67	66	61	65	52
Number of students tested	103	150	159	130	190
Percent of total students tested	97	100	99	100	99
Number of students alternatively assessed	3	0	1	0	1
Percent of students alternatively assessed	3	0	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet and Exceeds	100	92	69		100
Exceeds	42	42	31		27
Number of students tested	12	12	16		11
2. African American Students					
Meet and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meet and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meet and Exceeds	100	100	84	94	100
Exceeds	36	43	53	69	52
Number of students tested	11	14	19	16	21
5. English Language Learner Students					
Meet and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meet and Exceeds	100	100	96	100	100
Exceeds	59	75	55	82	36
Number of students tested	17	20	22	11	14
NOTES: Percentages were rounded up or down as value had to be whole number. Asian was largest subgroup beyond white/Caucasian.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: CRCT

Edition/Publication Year: Annual

Publisher: Georgia DOE/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet and Exceeds	97	92	99	100	99
Exceeds	73	65	77	67	66
Number of students tested	88	162	125	138	147
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet and Exceeds		73	92	100	
Exceeds		40	58	40	
Number of students tested		15	12	10	
2. African American Students					
Meet and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meet and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meet and Exceeds	80	60	78	100	94
Exceeds	20	10	44	44	31
Number of students tested	10	10	9	9	16
5. English Language Learner Students					
Meet and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meet and Exceeds	100	92	100	100	100
Exceeds	91	76	83	71	69
Number of students tested	11	25	12	14	13
NOTES: Percentages were rounded up or down as value had to be whole number. Asian was largest subgroup beyond white/Caucasian.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: CRCT

Edition/Publication Year: Annual

Publisher: Georgia DOE/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	99	100	99	95
Exceeds	50	48	54	45	35
Number of students tested	88	160	125	138	147
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds		100	100	100	
Exceeds		21	50	10	
Number of students tested		14	12	10	
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	100	90			69
Exceeds	0	10			19
Number of students tested	10	10			16
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	100	100	85
Exceeds	73	50	75	50	8
Number of students tested	11	24	12	14	13
NOTES: Percentages were rounded up or down as value had to be whole number. Asian was largest subgroup beyond white/Caucasian.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	98	96	96	98	98
Exceeds	76	69	66	65	65
Number of students tested	495	805	770	779	983
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	6	6	5	3	3
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	92	84	84	97	96
Exceeds	54	43	43	39	45
Number of students tested	40	60	67	60	66
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	87	81	86	97	94
Exceeds	50	42	43	59	47
Number of students tested	68	96	81	102	134
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	98	97	100	96
Exceeds	84	79	77	80	74
Number of students tested	94	129	106	95	82
NOTES: Since each field held only whole numbers, percentages were rounded to the nearest point.					

11GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	99	99	99	98
Exceeds	70	65	66	64	54
Number of students tested	496	805	770	777	951
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	6	6	5	3	3
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	96	78	90	96	96
Exceeds	48	41	44	45	29
Number of students tested	40	60	67	60	66
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	99	96	96	96	85
Exceeds	47	40	51	55	42
Number of students tested	69	97	81	102	135
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	99	98	100	95
Exceeds	76	67	72	71	46
Number of students tested	94	129	106	92	80
NOTES: Since each field held only whole numbers, percentages were rounded to the nearest point.					

11GA1